

**2019-2020 P-TECH and ICIA Planning Grant****COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018**NOGA ID Authorizing legislation  GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from  **March 1, 2019 - August 31, 2020**☒ Pre-award costs are not permitted.

Application stamp-in date and time

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**Required Attachments**

Attachment 1: Documentation of Collaboration

**Amendment Number**Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): **Applicant Information**Organization  Chapel Hill ISD CDN  212909 Vendor ID  17521452114 ESC  7 DUNS  079344537Address  11134 County Road 2249 City  Tyler ZIP  75701 Phone  9035662441Primary Contact  Lisa Krumm Email  krumml@chapelhillisd.org Phone  9035662441Secondary Contact  Steve Lenz Email  lenzs@chapelhillisd.org Phone  9035662441**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name  Lamond Dean Title  Superintendent of SchoolsEmail  deanl@chapelhillisd.org Phone  903-566-2441Signature  Date  12.11.18Grant Writer Name  Lisa Krumm Signature  Date  12/11/2018☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.RFA #  701-18-102 SAS #  273-19

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**Shared Services Arrangements**

☒ SSAs are not permitted for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
CHISD students are consistently performing below the state and region on standardized tests including the STAAR. CHISD subpopulations' overall performance on standardized assessments continues to decrease, and the years to parity average 8+ years.	Create a five-year purposeful, systematic and systemic professional development plan for all teachers PK-12 that addresses vertical alignment and optimizes rigor beyond the TEKS for every student at every grade level to ensure that ALL students are college and career ready by graduation.
There is no clearly articulated plan for college and career readiness for Business & Industry or Public and Human Services.	Develop college and career ready pathways and degree plans that will be accessible for ALL students and include clearly defined partnerships/MOUs with IHEs as well as business partnerships to develop internships and school-to-work programs.
CHISD is a rural district with 68.4% economically disadvantaged and 54.9% at risk. Furthermore, a 2017 student survey showed that many students felt that instructors did not really care about them academically or emotionally.	Provide resources that address ALL students' social/emotional learning, so that teachers and parents are better prepared to support students' mental health, social relationships, learning and educational outcomes.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

CHISD will develop the college and career Schools of Business and Industry and Public and Human Services, as supported by regional labor market data, with well-articulated crosswalk documents that provide 100% of CHISD Middle and High School students the opportunity to participate in established and new small learning communities that offer not only academic courses, but internships and school-to-work programs that ultimately prepare students for life beyond high school.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

March-May 2019

1. Develop and administer staff professional development survey.
2. Create three-year, systemic professional development plan that includes academic rigor and social/emotional learning and has flexibility to address future data.
3. Design an innovative schedule at MS and HS to address the needs of the current and future small learning communities/schools of college and careers.
4. Begin discussions with IHEs and business partners as well as mentors.
5. Begin information sessions with parents and community members concerning our new small learning communities/schools of college and careers.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

April-June 2019

1. Continue discussions with IHEs and business partners as well as mentors.
2. Begin professional development for all staff based on needs.
3. Review data and adjust course as necessary.
4. Continue parent and community information sessions and adjust information according to community feedback through surveys, phone calls, question and answer sessions and informal visits.
5. Establish a community, parent, school and student advisory and support committee.
6. Begin curriculum refinement.

**Third-Quarter Benchmark**

July-September 2019

1. Complete discussions with IHEs and business partners as well as mentors.
2. Continue professional development for all staff.
3. Review data.
4. Continue gaining insight from information sessions with students and parents on the college and career pathways.
5. Meet monthly with the advisory and support committee.
6. Present refined curriculum for Business and Industry and Public and Human Services (August 2019).

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Sustainability is always a challenge when embarking on a new concept in education. This lesson was paramount to the success of our early college high school--Chapel Hill Collegiate (CHC). Our new Business and Industry and Public and Human Services Schools will lay the same purposeful foundation as that of CHC so that our students in the Schools will experience those same successes. First and foremost, the 20/20 Vision Leadership Team, will review the steps taken five years ago in the formation of CHC and make modifications with the value of hindsight. One of the most valuable lessons learned in the infancy of CHC was the necessity of constant and purposeful communication with a common message. We will use this learning and apply it to the "new" direction of the CTE program. The benchmarks above will provide data that will be useful to address challenges that will result with this change. We will utilize the TAIS model to ensure progress and sustainability as we work to meet and exceed the requirements of the blueprint.

Modifications for sustainability will be needed and will include refinements in, but not limited to:

1. Student goal setting and evaluation.
2. Academic performance.
3. Data-driven decision making in not only academics but emotional and social support of students in groups and on an individualized basis.
4. Scheduling of students.
5. Family, community and student engagement.
6. Individualized professional development.
7. Partnerships.
8. Curriculum, instruction and assessment.
9. Faculty awareness of CCRS, SAT, ACT, PSAT and other performance measures.

Bi-weekly and eventually monthly meetings of the 20/20 Vision Leadership Team will allow for constant refinement and infrastructure-building to create our new Schools of Business and Industry and Public and Human Services. This will help promote our ultimate goal of student success.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

- Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.
- Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019 -2020 P-TECH and ICIA designation.
- ☒

**THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:**

- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.
- The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- ☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program
- ☒ P-TECH and ICIA programs will be provided at no cost to participating students.
- ☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

**Statutory Requirements**

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

CHISD will actively recruit ALL students to apply for the CHISD program through a formal recruitment process for 8th graders beginning in August 2019, in order to implement with the Freshman Class of 2020. The 20/20 Vision Leadership Team will provide parent/guardian information sessions, website links and other communications in Spanish and English during the formal recruitment period. The team will use a performance-blind, open access lottery system to select students for enrollment.

To better serve our target population academically as outlined in the blueprint, CHISD will utilize AVID to equip students with the skills necessary for their college/career path. Furthermore, CHISD will address the academic and social/emotional learning through a small learning community approach as currently used by Chapel Hill Collegiate ECHS. The new program will use the approach of having one Associate Principal and one College/Career Counselor for the 5 pathways as defined by TEA. CHISD currently uses academic coaches and specialists to add an additional layer of support for both students and professionals. A CTE liaison will coordinate efforts between partners—business and IHE—as well as Associate Principals, counselors and the community. The Principal of the school-wide Chapel Hill Collegiate will oversee the support and success of each school.

1. Begin professional development in March 2019 and continue through the summer to address the needs of individual educators.
2. Complete an innovative schedule for high school students that addresses the pathways that allow for mentorship and work programs.
3. In August of 2019, begin student and parent sessions for the 2019-2020 8th graders.
4. Continue team meetings every two weeks, at the very least, to refine the systems and procedures through the TAIS process.

**Statutory Requirements (cont'd)**

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

**SCHOOLS OF BUSINESS AND INDUSTRY AND PUBLIC AND HUMAN SERVICES**

Chapel Hill ISD currently honors the 5 endorsements to graduation as per the Texas Education Agency. We currently offer a wide variety of pathways under the endorsements, but there is a lack of depth in the current structure to truly prepare our students for college and career readiness. With the planning grant, it is the mission of the 20/20 Vision Leadership Team to form and focus the School of Business and Industry and the School of Public and Human Services. Once the systems and structures and sustainability features are in place for these Schools, it is the leadership team's intent to expand the vision to encompass all five endorsements to graduation.

In the School of Business and Industry, CHISD will build upon the already existing pathways of Construction Technology and Hospitality and Tourism to address the data sources below. In addition, CHISD intends to add the pathway of 21st Century Energy. This will be a new pathway for our students, but it is the fastest growing industry not only in East Texas but across the state.

In the School of Public and Human Services, CHISD will build upon the already existing pathways of Health Science and Education.

**THE FOUNDATIONS OF PLANNING AND SUCCESS**

To build these two Schools, CHISD has the support of the Tyler Economic Development Council to ensure that our plan meets the needs of employers with purposeful crosswalks that include degrees, certificates and any endorsements available. Furthermore, TEDC and its network of businesses and other entities, will help students complete their courses of study with the support of varied resources including but not limited to: paid work experiences and internships, summer employment, leadership development, mentoring, pre-employment classes and career exploration and assessment. Two University of Texas Entities—University of Texas Health Center at Tyler and the University of Texas at Tyler—in partnership with Tyler Junior College and the Tyler Economic Development Council will support our students' success. Chapel Hill ISD will provide a foundation of purposeful professional development to ensure our instructors have the knowledge and certifications to help support the endeavors of our partners.

Our 8th graders and Freshmen will complete the TSI, choose an endorsement and pathway, visit businesses and facilities that promote their career of choice, attend career fairs, build resumes, become proficient in soft-skills through mock interviews and participate in project-based learning. As Sophomores, students will continue exploring their career choice through college exploration and focused field trips, as well as, dialogues with individuals engaged in the everyday work. Job shadowing and an internship fair become the focus for our Junior students, in addition to activities listed above. The Senior students will fully engage in a work-study program with internships and mentoring, while still receiving academic and social/emotional support from CHISD.

**RESEARCH: WORKFORCE NEEDS**

The selected courses of study will serve Tyler, East Texas and the State as well. The Tyler Leadership Roundtable recommends 10 primary building blocks that Tyler should develop to foster an "Innovation Economy" and take the Tyler region into the next twenty years of economic prosperity and growth. According to the former mayor, "We want to continue our efforts to diversify our economic base while preparing ourselves for the evolving global economy." The foundation of the 10 primary building blocks are public/private partnerships. Education, healthcare, tourism and arts compose the next supporting level; while 21st energy, retirement and infrastructure form the next layer. The final layer is graduate education and 21st century transportation. All of this will result in the "Innovation Economy" (City of Tyler, 2015).

This local vision finds support in the Texas Workforce Commission's, Labor Market and Career Information report. According to October 2018, TWC findings, the Tyler Metropolitan Data shows that Tyler is the 2nd fastest growing metro area in the state only second to Midland. Mining, logging and construction top the list with an annual change of 6.6%. Trade, transportation and utilities show a growth of 6.4%. Education and Health Services follow closely behind at 6.2%. Leisure and hospitality round out the top growth areas at 5.3% (TWC, Labor and Market).

The Perryman Economic Outlook Conference, in 2017, shows the same conclusions for not only Tyler but Texas as well. The School of Business and Industry and the School of Public and Human Services will flourish under this data, and will translate into the success of CHISD students. Our focused vision with accompanying support will develop our students' futures. "The Texas economy is projected to outpace the nation over the next five years," and Chapel Hill ISD students will be a part of that! (The 34th Annual Perryman Economic Outlook Conference 2017).

**Statutory Requirements (Cont.)**

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

CHISD proposes to continue our long-standing relationship with Tyler Junior College as its higher education partner—since we currently offer 48 hours of dual credit—while adding the University of Texas at Tyler and Texas College to the list, with each offering additional unique opportunities for our students. The memoranda of understanding with each one of the institutes of higher education will award Associate's Degrees and certificates to CHISD through an articulation agreement that outlines but is not limited to:

1. Curriculum alignment;
2. Instructional materials;
3. Instructional calendar;
4. Programs/courses of study;
5. Student enrollment and attendance;
6. Grading periods and policies; and
7. Administration of statewide assessments

Cross-walk documents will lay the foundation for this highly ambitious yet attainable project with the IHEs. The documents will allow a smooth transition for students between having a foot in the world of high school and another in post-secondary education.

Furthermore, we will work with all three IHEs to ensure that students have access to the IHEs' respective campus services available such as advisors, library services, counseling, tutoring and student activities. Flexible scheduling of secondary and post-secondary courses will allow students to earn not only a high school diploma, but also an Associates Degree and/or industry certification(s). Vertical alignment between the IHEs and Chapel Hill ISD will allow a college-growing culture to thrive, which is necessary for student and program success. Constant collaboration, communication and creativity will result in strong partnerships that will sustain current and future endeavors.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

CHISD proposes to forge or strengthen partnerships with the Tyler Lodging Association, University of Texas Health Center at Tyler, Delek Refining, Tyler Area Builders Association, Tyler Convention and Visitors Bureau and Tyler Economic Development Council. These entities will help CHISD ensure the highest quality program and its sustainability while providing the best work-force opportunities for our students.

CHISD will enter into memorandums of understanding with its workplace partners to:

1. Provide 100% of participating students access to appropriate work-based education at every grade level;
2. Address regional workforce needs;
3. Give students who receive work-based training or education from the partner first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program; and
4. Be reviewed at least every two years and updated as necessary.

As 8th graders and Freshman, students will have the opportunity to visit businesses and facilities that will promote career awareness. Guest speakers, career fairs, resume building, and project based learning will help round out a foundation for the students' futures.

As Sophomores, students will continue to build on the foundation laid as 8th graders and Freshmen. In addition, 10th graders will gain a deeper understanding of their field of study with focused field trips as well as dialogue with individuals engaged in the everyday work.

As Juniors, job shadowing becomes an option as students engage in quality experiences in their choice of study.

As Seniors, the students are now fully engaged in a work-study program with internships, while still receiving academic and social/emotional support from CHISD.



**TEA Program Requirements**

**1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.**

Current Leadership Team includes:

Lamond Dean: Superintendent of Schools

Lisa Krumm: Executive Director of Curriculum, Instruction and Assessment

Steve Lenz: Executive Director of Operations and Student Services

William Houff: High School Principal

Debbie Black: Middle School Principal

Brad Langley: CTE Director

CharLissa Foster: CTE Counselor

Ruby Richardson: Special Programs Coordinator

Chalease Denson: HS Special Education

Others as needed: The 20/20 Leadership Team will need support from other experts within the district as well as outside of it. This team functions to provide the vision for the changes that this grant will give. All will serve as liaisons to the respective Boards, the community, parents/guardians, educators and students. The team will identify refinements through focused data-decision making, identifying additional resources, and coordinating with all stakeholders for the expansion of the program and working proactively to address successes and challenges. The team defines itself not through roles but through actions.

Future agenda items include:

1. Progress toward TSI completion.
2. Progress toward completions of certificates/associate's degrees/bachelor's degrees and MOUs.
3. Support for students' academics and social and emotional health.
4. Ways to prepare our students for upcoming challenges as post-secondary becomes reality for ALL students.
5. Ways to address and support individualized professional development.
6. Discussion over curriculum, instruction and assessment.

2018 Meeting dates: 9/14, 10/2, 10/10, 11/15, 11/27, 12/10 2019 Meeting dates: 1/9, 1/23, 2/6, 2/27, 3/20, 4/3, 4/17, 5/1, 5/15, every 2 weeks

**2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.**

While CHISD already has strict guidelines in place for student support and progress to determine student success, we will move toward a more student-centered approach by offering individualized learning plans for ALL students. This approach has been most effective in our current early college high school program. In addition to this common sense approach, CHISD is in its planning year with AVID. AVID and its teachers will help students improve their professionalism and interpersonal skills, which are needed for academic and workforce based experiences. All educators will help students to:

1. Engage in self-directed learning with the emphasis on student choice and interests.
2. Set realistic academic, personal and social/emotional goals and adjust as needed.
3. Regulate his/her own learning.
4. Know how to choose appropriate resources/tools to further learning.
5. Create. Collaborate. Communicate. Think critically.

Chapel Hill will:

1. Provide flexible scheduling to personalize the learning experience based on student need and other factors. (Summer programs, extended day, Saturday school, one-on-one academic or social/emotional learning sessions with a tutor, teacher or counselor.)
2. Offer and mandate tutorial and advisory sessions within the school day as well as outside regular school hours.
3. Use technology for student needs in online courses, research projects and communication.
4. Refine written curriculum to emphasize student choice.
5. Provide a mentor and internship programs to prepare students for school-to-work upon graduation.
6. Provide open and consistent communication with all stakeholders—especially students and parents/guardians.

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
<b>Payroll Costs (6100)</b>	
1. Professional staff extra-duty pay	15,000.00
2. Substitute pay	5,000.00
3. <input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>
<b>Professional and Contracted Services (6200)</b>	
6. Professional development for CHISD, IHEs and Business Partners	10,000.00
7. Course development	5,000.00
8. <input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>
10. <input type="text"/>	<input type="text"/>
<b>Supplies and Materials (6300)</b>	
11. Professional development materials	5,000.00
12. <input type="text"/>	<input type="text"/>
<b>Other Operating Costs (6400)</b>	
13. Travel for professional development including school visits	10,000.00
14. <input type="text"/>	<input type="text"/>
15. <input type="text"/>	<input type="text"/>
<b>Capital Outlay (6500)</b>	
16. <input type="text"/>	0.00
17. <input type="text"/>	<input type="text"/>
Total Direct Costs	50,000.00
Total Indirect Costs	0
<b>TOTAL GRANT AWARD REQUESTED</b>	50,000.00
(Total Direct Costs + Total Indirect Costs)	